



Head of Middle School (Grades 5–8)

The Hewitt School

New York, NY

Founded in 1920, Hewitt is an independent girls' day school serving 523 students in grades K–12. Hewitt's program is intentionally constructed around four academic pillars – presence, empathy, research, and purpose – that shape the way teachers teach, students learn, and, ultimately, the way both teachers and students live their lives: beyond the expected, beyond the easy answer, and beyond what seemed possible.

In keeping with its 98-year history, Hewitt's challenging academic program celebrates the attention to each individual girl that is made possible in a small-school environment and that is realized through the work of faculty committed to helping each young woman discover her unique identity and potential.

The middle school enrolls 191 students in grades 5–8. Immersed in the research on how best to teach and support girls, the middle school faculty demonstrates that the empathic connection between girls and teachers helps them learn better, collaborate effectively, and take

risks in a safe and encouraging space. In her formative middle school years, a Hewitt girl discovers the ways in which she simultaneously gives shape to, and is shaped by, her strengths and talents as well as her position in her community, culture, and history.

For a position to begin in July 2019, Hewitt is seeking an experienced middle school educational leader who is passionate about girls' education and eager to join a thriving school community where each girl is known and empowered to achieve her best.



APPLICATION DEADLINE: JANUARY 18, 2019





MISSION

The Hewitt School empowers girls to discover their full intellectual and creative abilities, to pursue their passions and personal best, and to lead lives of consequence with character, compassion, and conviction.

THE SCHOOL AT A GLANCE

ENROLLMENT AND FINANCIAL AID

2018–19 SCHOOL-WIDE ENROLLMENT:	523
LOWER SCHOOL (GRADES K–4)	178
MIDDLE SCHOOL (GRADES 5–8)	191
UPPER SCHOOL (GRADES 9–12)	154
STUDENTS OF COLOR:	30%
TUITION (ALL-INCLUSIVE):	\$50,900
FINANCIAL AID:	\$3.6 million aiding 19.7% of students (17% in MS)

FACULTY AND STAFF

TOTAL NUMBER OF EMPLOYEES:	135
FULL-TIME FACULTY:	75
MIDDLE SCHOOL FACULTY:	46 (full and part time)
FACULTY WITH ADVANCED DEGREE:	83%
STUDENT: FACULTY RATIO:	7:1
AVERAGE FACULTY TENURE AT HEWITT:	5.1 years
FACULTY/STAFF OF COLOR:	34%

PHYSICAL PLANT

LOCATION: Three adjacent townhouses on East 75th St. on Manhattan’s Upper East Side house the main campus. Lower School is located one block away on East 76th St.

FACILITIES: Modern innovation and science labs, art studios, photography labs, gymnasium, professional performance space at Hewitt Theater at St. Jean.

AFFILIATIONS

ACCREDITATION: New York State Association of Independent Schools

MEMBER: National Association of Independent Schools, National Coalition of Girls’ Schools

ON THE WEB: www.hewittschool.org

BY FAITH AND COURAGE – THE HEWITT SCHOOL MOTTO

DEFINING STRENGTHS AND UNIQUE ATTRIBUTES OF THE HEWITT SCHOOL

The Hewitt School, originally known as Miss Hewitt's Classes, was founded by Caroline Hewitt in 1920, shortly after the 19th Amendment granted women the right to vote. "Miss Hew," as she was lovingly called, was born in England and came to the United States of America at the turn of the century to work as a governess for a family in Tuxedo Park, New York. As her reputation grew, more families requested her services, which led Miss Hewitt to offer private classes to children at a townhouse on the Upper East Side. Miss Hewitt tended to her growing school with characteristic energy and warmth, establishing from the outset the quality of attention to the individual that made the school feel like a second home. Though the school has grown and evolved in significant ways over the past decades, Hewitt has remained true to its focus on each individual girl.



Dr. Tara Christie Kinsey joined Hewitt in 2015 as Head of School.

Dr. Kinsey has brought to Hewitt a dedication to putting the latest and best research on girls into practice in the classroom and at home, embracing the school's small size to celebrate each girl as a unique individual, and challenging the practice of "manic resume padding" with a charge to girls and young women to tune into what matters most to them and to work on developing their "inner resume" and an enduring sense of purpose. Under her leadership, there has been a resurgence of school pride, a commitment to putting the girls at the center of all that the school does, and an appreciation for the unique value of a Hewitt education.

THE FOUR ACADEMIC PILLARS

From kindergarten through commencement, Hewitt faculty members exemplify thoughtful presence, social-emotional and intellectual empathy, research-driven teaching, and a personal sense of purpose as they expertly deliver a curriculum that stimulates each girl's capacity for reflective engagement:

- Hewitt's pedagogy of **presence** champions mindful interactions among students, teachers, ideas, and diverse vantage points. Teachers make explicit the connection between self-awareness and learning. At Hewitt, teaching and learning are profound acts of presence, because teachers and students truly listen and talk with one another, because they value reflection and embrace the process of learning, and because they change and are changed by the alchemy that happens in a school where, as Miss Hewitt was known to say, "the touch of life upon life" is at the center of daily life.
- A student who has been taught to respect disparate perspectives has also been trained to explore alternate theories, solutions, and answers. And a girl who has embraced many competing worldviews becomes a young woman well prepared to engage with a diverse and complex world. **Empathy**, a core value in every division, enables students to maintain an expansive point of view that is not narrowed by the limits of personal experience.
- **Research** reveals that girls who feel known and valued through trial and triumph learn more enthusiastically, think more adventurously, and grow into young women who thrive in college, career, and life. Hewitt faculty are trained to design curriculum and implement pedagogy that explicitly fosters a growth mindset in classrooms that are cooperative, collaborative, and relevant to young women.
- Hewitt's *raison d'être* is guiding girls to become young women of **purpose** — purpose that is meaningful to the self and of meaningful, beneficial consequence to the larger community. Taught to chase dreams rather than credentials, Hewitt students come to know who they are and learn to construct a vision for the journey ahead, long before they choose their majors or careers.

STUDENTS AND FAMILIES

Located on the Upper East Side of Manhattan, Hewitt attracts a diverse group of students from throughout New York City, as well as New Jersey and Connecticut. Readily accessible by public transportation, Hewitt also offers bus service throughout Manhattan, including a popular route that serves families in Brooklyn and Downtown Manhattan. A \$3.6 million investment in financial aid provides support to one-fifth of the student body.



Enrolling 523 girls K–12, Hewitt is the smallest girls' school in New York City. It is a close-knit and supportive community where the girls form strong bonds with one another and with their teachers. Students, faculty, and families report a strong sense of kinship with the school's mission.

The K–12 service learning program, a spirited Blue-White tradition culminating in a field day, and family events including the Family Picnic, Saturday Service Day, and the All-School Skating Party offer opportunities for faculty, students, staff, and families to come together in

support of the school's shared values. The Hewitt School has a dedicated parent body and a thriving Parents' Association.

THE FACULTY

Hewitt's faculty members take very seriously their role as teachers of girls as well as teachers of a particular subject.

Research informs everything Hewitt teachers do every day, and teachers coach one another through professional learning communities and peer-led workshops that sustain Hewitt's commitment to a girl-centric education. Each teacher also has ready access to a variety of resources and opportunities, both on-site and off-campus, to support mission-aligned, age-appropriate, and discipline-specific curricular design and lesson planning. Hewitt's Center for Teaching and Learning through Writing provides training and support for teachers across disciplines. A summer grant program supports faculty experiences that align with the school's four academic pillars.



Hewitt also regularly invites experts to work with faculty and families. As Hewitt's Research Scholar in Residence, acclaimed educator Rachel Simmons (author of **Odd Girl Out: The Hidden Culture of Aggression in Girls** and **The Curse of the Good Girl: Raising Authentic Girls with Courage and Confidence**) consults with faculty on strategic projects to support leadership development, social media engagement, and parent education and partnership. Dr. Lisa Damour, the Director of Laurel School's Center for Research on Girls and author of **Untangled: Guiding Teenage Girls Through the Seven Transitions**, provides sound, practical guidance to families, faculty, and staff. Award-winning writer, broadcaster, and TED speaker Carl Honoré is the author of many books, including **In Praise of Slow: How a Worldwide Movement is Challenging the Cult of Speed**. His ongoing work with the Hewitt community has influenced the development of a new schedule and wellness programming in support of mindful learning, and his workshops are a key part of Hewitt's parent education program.

THE ADMINISTRATION

Head of School Tara Christie Kinsey has assembled a talented, high-performing, interdependent, and cohesive leadership team. The educational leadership team reporting to the Head of School includes the Head of Lower School, who also serves as Dean of Faculty; the Head of Upper School, who also serves as Assistant Head of School; and the Head of Middle School, who also has served as Dean of Teaching and Learning. Beginning next year, she will become Assistant Head of School for Learning and Innovation. The full leadership team includes the Director of Diversity and Inclusivity, the Director of Admissions and Enrollment, the Chief Marketing and Communications Officer, the Director of Advancement, the Director of Facilities and Operations, and the Executive Assistant to the Head of School

LOCATION AND FACILITIES

Located in a quiet neighborhood near Central Park, Hewitt's main campus spans three adjacent townhouses that are home to the middle and upper schools. The lower school occupies its own townhouse one block away. Hewitt's facilities include modern science labs, art studios, a performing arts center, gymnasium, and photography labs. With the opening of Winslow Hall in 2017, the school added an innovation lab for STEM programming and 10 new classrooms. An exclusive arrangement with the nearby Theater at St. Jean gives all Hewitt students access to a 206-seat professional opera theater with state-of-the-art lighting, sound, and technical elements for both productions and classes. Athletic and wellness facilities, (including off-site rental gymnasias at The Buckley School and Madison Avenue Presbyterian Church), are located nearby.

HIGHLIGHTS OF THE EDUCATIONAL PROGRAM



Hewitt's middle school invites girls to embrace early adolescence as a time of exploration, transformation, and joy. The learning culture is rooted in empathy, and Hewitt girls cultivate this essential habit of mind as both an intellectual and emotional practice. Middle school girls learn to support one another during a time of significant personal change, both physiological and cognitive, and their teachers serve as coaches and mentors as girls learn to value their unique inner voice and resist pressures to conform. In this way, girls begin to develop a sense of purpose, exploring their shifting sense of self as they move from childhood to early adolescence.

In 2016, the middle and upper schools introduced a new schedule that consists of 65- to 70-minute block periods and a six-day rotating cycle to better manage the pace of life in the bustling division. In keeping with Hewitt's pillar of Presence, the division emphasizes learning that prioritizes depth of exploration, investigation, reflection, and revision. Reflective writing assignments, collaborative revision workshops, multi-stepped art assignments, inquiry-based science learning, and mathematical problem-solving challenges all help students to pause and focus. The middle school advisory program, which will incorporate the Yale Center for Emotional Intelligence's RULER program in the fall of 2019, supports girls through an emphasis on community building, empathy, goal setting, and emotional self-regulation. Girls begin each day in morning meeting with their advisory group and have extended learning blocks for advisory curriculum in their schedules. In the fall and spring, students lead a conference for their parents and advisor, for which they plan carefully in terms of goals they set in the beginning of the year. Life skills and wellness classes encourage girls to practice healthy conversation and conflict resolution skills, learn about their bodies and emotions, and explore difficult feelings as part of cultivating a supportive community. The student support team includes the division head and the middle school dean of students, as well as counselors, learning specialists, and the school nurse.

For a full description of the challenging and inquiry-based middle school program, visit www.hewittschool.org. Here are a few highlights:

- As students move beyond the reading workshop model of fifth grade into reading circles and class shared texts, the **English** department introduces them to **Writing-as-Thinking** practices. This pedagogy uses a host of freewriting prompts, reading approaches, and visual-to-text exercises to model critical thinking for students and to teach them how to look more deeply at a text or problem. Every girl writes in class each day and has a chance to share her thinking. Girls learn the power of revision through a host of specific strategies that require them to revise deeply rather than superficially. In this way, students not only develop the skills needed to express their ideas effectively, but also learn first and foremost how to think so that they have ideas worth sharing. The Writing-as-Thinking methodology lies at the heart of Hewitt's approach to writing across the curriculum, and teachers in many disciplines, including mathematics and modern languages, incorporate these strategies into daily classroom practice.
- The K-12 philosophy of Hewitt's **Math** department is rooted in a problem-solving approach that is informed by research on growth mindset and stereotype threat. K-6 math uses a Singapore-math curriculum and 7-12 builds on a problem-based curriculum written by Hewitt's math faculty in middle and upper school. Faculty teach students to apply ever more abstract mathematical concepts to real-world situations and to write about mathematical solutions to ensure deep comprehension. All classes include elements of a workshop model to teach collaboration and to support differentiated learning, as the middle school does not track students by ability into different sections. Math classes are lively, dynamic spaces in which girls learn to celebrate mistake making and risk taking as essential to their work as young mathematicians.
- Immersed since lower school in an inquiry-based model of **Science** instruction, middle school students are empowered to have a voice in scientific debate, climate change studies, medical research, and scientific innovation. Girls are encouraged to embrace the iterative nature of scientific investigation by learning how to ask genuine questions and test their hypotheses. Failure is seen as essential to making progress toward a solution or discovery. Given the continued need to cultivate both the confidence and interest in science among girls, the middle school curriculum features extensive hands-on experimentation and exploration in the lab, around the building, in nearby Central Park, and in the world beyond the immediate neighborhood. Opportunities to learn about the history of women in science as well as to meet role models across an array of STEM fields provide girls an expansive vision of what they can do, now and in the future, as scientists.
- Committed to teaching girls to think as historians, the **History and Social Sciences** department emphasizes the study of primary sources and case studies so that students may go deep into their exploration of the complexity of any given historical moment. In grades 5 and 6, the SPRITE framework (Social, Political, Religious, Intellectual, Technological, Economic) guides the investigation of ancient civilizations (grade 5) and the early history of the United States (grade 6). Grade 7 concentrates on the twentieth century in the U.S., with a focus on various civil rights and social justice movements. Grade 8 synthesizes the studies of earlier middle school years with a focus on the ancient world and diverse cultures of Greece and Mesopotamia.
- The interdisciplinary **Educational Technology** program is designed to provide the tools, skills, and confidence girls need to become tomorrow's innovators, inventors, and leaders. Through the 1:1 Chromebook initiative, Hewitt girls use e-mail and the school's learning management systems to communicate with faculty, view coursework, utilize posted resources, and turn in assignments. The emphasis on technology integration across disciplines, as opposed to stand-alone tech classes, allows students to learn programming and design fundamentals in the context of specific classes. As they are immersed in the cyclical nature of the design process, middle school students develop facility with basic computer programming language and design short computer programs. By seventh grade, girls employ a variety of media tools to present information and enhance their spatial thinking skills by solving design problems in 3D modeling software



and physical materials. In 8th grade, they learn to identify and describe the function of the major components of a computer system and use a variety of hand tools and machines to change materials into new forms. Digital literacies and modes of effective communication, from blog writing to designing a visual brand, are taught each year. Middle school Robotics Teams have brought home excellence, design, and teamwork awards from various VEX IQ competitions.

- Hewitt's commitment to global understanding and dialogue undergirds its **Modern Language** program. Students choose French or Spanish in first grade and continue their study in middle school. Language courses are conducted primarily in the target language and incorporate technology, visual and performing arts, current events, and the cultural study of Spanish language and Francophone countries around the world. Opportunities for language immersion experiences are available to students in grades 7 and 8 through travel programs to Quebec and Costa Rica. Beginning in grade 7, students add Latin to their schedule, which includes not only vocabulary and grammar study but also incorporates the study of artifacts from Greek and Roman cultures at the galleries at the Museum of Metropolitan Art.

- Hewitt's founder, Miss Caroline Hewitt, deeply valued literature and the arts as central to education, especially the works of William Shakespeare. In recent years, the middle school has expanded significantly the **Performing Arts** program to include music, visual arts, dance, and drama at each grade level. This year, the middle school introduced a strings ensemble to grades 5 and 6, in addition to the current vocal and handbells choir, and this option will expand to the upper grades in coming years. The middle school drama curriculum includes the study of stagecraft and movement in grade 5, commedia dell'arte in grade 6, dramatic realism in grade 7, and scene-writing and staging in grade 8. In addition, the middle school stages three productions a year as an after-school learning experience. Middle school dance combines technique with compositional work aimed at expanding creativity and confidence in physical movement as an art form. Middle school dance combines technique with compositional work aimed at expanding creativity and confidence in physical movement as an art form.



- The **Visual Arts** curriculum allows students to explore a wide range of media as they work on 2D, 3D, and digital projects, as well as set design and costuming. Fifth-graders design sets for their peers performing in a minimalist stage production, while sixth-graders collaborate on claymation animations, working in both clay and digital environments. Semester-long courses in seventh and eighth grade include ceramics, painting and drawing, and graphic and digital design. Middle school students also contribute to a juried K-12 exhibition staged by Upper School students in an innovative Curatorial Studies elective that is taught in partnership with educators from The Metropolitan Museum.

- **Service Learning** is incorporated into both the advisory and academic programs through activities such as Family Service Day, Central Park Clean-up, and service trips. Each grade participates in projects that connect to the curriculum. In grade 6, girls extend their learning about ecology to hands-on activities such as tree planting in the New York watershed. In grade 8, as part of leadership learning, girls participate in activities with older adults at the Carter Burden Center for the Aging. Girls also learn to be of service in the Hewitt student community through the cross-divisional buddies' program. Middle school girls also play a leadership role in Hewitt's many sustainability initiatives. Nearly 40 students participate in the **Service and Sustainability Committee**. Their efforts this year have focused on reducing school-wide consumption of energy, water, and school materials while educating classmates about environmental issues. The group also joined Green Teams from other local independent schools in a *Sustainability Through Student Voices* event focused on plastic pollution.



- The **Electives** program introduces girls to new projects and opportunities. Recent options have included VEX Robotics, Math Olympiad, Social Media for Change Makers, Sustainable Cities, Enterprising Writers, Poetry and Watercolor, Choreography, Journalism, and Literary Magazine/Creative Writing. Students learn about community leadership through recess clubs that include Student Council and the Social Justice Committee.
- Beginning in grade 5, girls may join **Competitive Athletic Teams**. Offerings include cross country, soccer, volleyball, basketball, squash, badminton, outdoor track and field, as well as strength, conditioning, and running. The **Physical Education** curriculum emphasizes strengthening, fitness, group activities, and fundamentals of sports.



DIVERSITY AND INCLUSIVITY

Hewitt empowers and expects our community members to embrace multiple points of view, to engage others with empathy and integrity, and to champion equity and justice in all areas of our lives.

– Hewitt Statement on Diversity and Inclusivity

Diversity and inclusivity stand as foundational commitments that guide every aspect of teaching and learning at Hewitt. To deliver on its diversity and inclusivity mission requires collective community efforts and shared responsibility. In the belief that a diverse and inclusive community is essential to educating girls and young women to be positive contributors and citizens of the world, the Director of Diversity and Inclusivity oversees a broad and growing range of programs for faculty and staff, parents, and students, grounded in anti-bias education goals.

These anti-bias goals include: building a positive self-concept, appreciating the range of human diversity using accurate language, recognizing unfairness, and demonstrating empowerment and skills to act against prejudice and discrimination. Given the K-12 institutional goals that focus on increasing proportional, curricular, and interactional diversity, Hewitt continues to:

1. prioritize the recruitment of an increasingly diverse faculty, staff, and student body;
2. carefully examine existing curricular content to determine the breadth and depth of perspectives; and
3. promote deliberate interactions across lines of difference.

The Diversity and Inclusivity Steering Committee, composed of volunteer faculty and staff from across divisions and departments, helps to lead the Hewitt community in establishing a more empathetic and equitable school culture by guiding conversations about diversity and inclusivity, facilitating affinity groups, organizing community events, and collecting and sharing stories. Hewitt maintains ongoing relationships with professional organizations including Border Crossers and CARLE Institute (Critical Analysis of Race in Learning and Education); hosts its own SEED group; and sends a cohort of faculty, staff, and students to the annual NAIS People of Color Conference and Student Diversity Leadership Conference.

Throughout middle school and across disciplines, girls are presented with "curriculum as window and mirror," which allows them to consider the experiences of others as well as reflect on their own personal perspectives. Middle school girls learn about local and global histories as well as traditionally marginalized communities and develop a more historically accurate perspective through the study of social hierarchies. The English curriculum incorporates voices from a wide breadth of cultures and experiences, and the languages department incorporates the voices of writers from across the Spanish-speaking and Francophone world.

ROLES AND RESPONSIBILITIES OF THE HEAD OF MIDDLE SCHOOL

The Head of Middle School reports to the Head of School and is charged with both the daily operations and long-term planning for the middle division (grades 5–8) of the school.

MIDDLE SCHOOL PROGRAM AND DAILY LIFE

- Guide day-to-day life of middle school in collaboration with support team, advisors, counselor, administrative assistant, and faculty.
- Support, in consultation with assistant heads and in line with K–12 scope and sequence, the ongoing review and development of the academic and social-emotional programs of the middle school.
- Remain current in research on girls' development in the early adolescent years, and ensure faculty are engaging with and applying this research to their teaching.
- Serve as the lead storyteller for middle school to ensure that clear, accurate, and inspiring information is consistently shared with the full community.
- Guide parents and guardians through coffee talks, evening presentations, etc., in how to best support their daughters in light of the school's mission.



MENTORING AND MANAGEMENT

- Supervise the Assistant to the Head of Middle School, the Middle School Dean of Students/Coordinator of Middle School Learning Support, and Middle School Program Coordinator.
- Supervise faculty who teach in middle school to ensure commitment to the school's mission and diversity and inclusivity statements, in classroom practice and community participation.
- Serve on the Academic Program and Policy (APP) Committee.
- Serve on Hewitt's Leadership Team.
- Visit classes regularly each week for informal observations and conduct formal observations as needed or upon faculty request.

OPERATIONS

- Meet regularly with middle school support team to review individual student concerns and monitor developmental trends by grade.
- Hold one-on-one meetings with all direct reports to ensure progress on individual and divisional goals.
- Facilitate regular division faculty meetings focused on developmental needs of middle school.
- Manage, in consultation with department chairs and assistant heads, all hiring for middle school faculty and crossover (MS/US) faculty.
- Manage middle school budget to prioritize spending in line with school mission and programmatic needs.
- Address individual parent concerns and questions, both through middle school office and/or by direction to appropriate resource.
- Meet with middle school parent association representatives to ensure communication between the Parents' Association and school.
- Collaborate with K–12 scheduling team each spring.
- Manage middle school report process and student-led conferences.
- Other duties as assigned by the Head of School.

OPPORTUNITIES AND CHALLENGES FOR THE NEXT HEAD OF MIDDLE SCHOOL

With the four academic pillars providing an inspiring framework for innovation, Hewitt will offer the next Head of Middle School a vibrant professional climate and myriad opportunities for leadership. The middle school faculty are fully invested as teachers and learners themselves. The senior administrative team enthusiastically leads conversations and reflection aimed at placing Hewitt in the forefront of research-based education for girls. Because the current Head of Middle School will be stepping into a new role as Assistant Head of School for Learning and Innovation, her successor as division head will enjoy the benefits of her support and mentorship.



In addition to guiding the day-to-day operations of this busy and buzzing middle school, the Head of Middle School will be a key participant in numerous school-wide curricular and cultural initiatives. S/he will be asked to work collaboratively with:

- The Assistant Head of School for Learning and Innovation on program and pedagogy, and with the other two division heads in pursuit of a unified K–12 philosophy and program.
- The Director of Admissions to welcome prospective and new families.
- The Chief Marketing and Communications Officer to help tell the school’s story in compelling ways.
- The Director of Diversity and Inclusivity as a thought partner in infusing diverse perspectives into the middle school curriculum and in contributing to communications with the school community about initiatives related to anti-bias and social justice.

Other opportunities and anticipated areas of focus awaiting the next Head of Middle School are the following:

- Balancing the efforts to address the social, academic, and developmental pressures affecting girls today by strengthening social-emotional initiatives and student support services throughout the middle school program while also ensuring consistency in the enforcement of reasonable behavioral expectations for the girls.
- Communicating effectively with the parent community about new program and policy initiatives, and engaging parents individually with warmth, confidence, and skill.
- Balancing flexibility with structure in the oversight of faculty and staff, encouraging healthy autonomy while insisting upon appropriate accountability.
- Ensuring a strong emphasis on providing a challenging academic program in all subjects to prepare girls for the rigors of high school, college, and life.

WHO SHOULD APPLY?

Ideally, candidates will offer most or all of the following attributes:

QUALIFICATIONS AND EXPERIENCE

- Solid academic credentials, including an advanced degree.
- Substantial experience in teaching and administration at the middle school level, coupled with a deep understanding of adolescent development.

- Strong familiarity with and/or experience in girls' education.
- Fluency in technology, coupled with an understanding of its critical role in inquiry-based education.
- Exceptional communication and listening skills.
- Excellent organizational/management skills.

LEADERSHIP STYLE AND PERSONAL QUALITIES

- A visionary, forward-thinking, and open-minded leader whose values and educational philosophy are closely aligned with Hewitt's mission and the four academic pillars.
- A passionate advocate for girls and girls' education.
- A team player who is eager to collaborate with division and department leaders throughout the school in support of a unified K-12 program.
- An empowering leader who will inspire, support, and challenge faculty and staff.
- An empathic leader with a demonstrated commitment to diversity and inclusivity.
- A confident, consistent, steady, and highly organized administrator with high standards for self and others.
- An enthusiastic and approachable person with a joyful spirit, high energy, patience, and a sense of humor.



APPLICATION REQUIREMENTS AND SEARCH PROCESS

Acting on behalf of The Hewitt School, Wickenden Associates is actively recruiting educational leaders for this exceptional career opportunity. The lead consultant is Laura Hansen; she may be reached at lhansen@wickenden.com or at (609) 683-1355.

Candidates should submit **ASAP and no later than Friday, January 18, 2019**, an application package including the following:

- *A cover letter indicating why they are particularly interested in and qualified for the position.*
- *A current résumé.*
- *The names, addresses, and telephone numbers of three references. (We will obtain permission from candidates before contacting references.)*
- *A statement of educational philosophy.*

These materials should be transmitted via email attachment to searches@wickenden.com.

After an initial review of applicants, the Search Committee will interview selected candidates over the weekend of **February 9-10, 2019**. Shortly thereafter, finalists will be invited to Hewitt for a more comprehensive series of interviews. An appointment is anticipated no later than early March. Wickenden Associates will keep all applicants informed of their status throughout the process.

